DOCUMENT RESUME

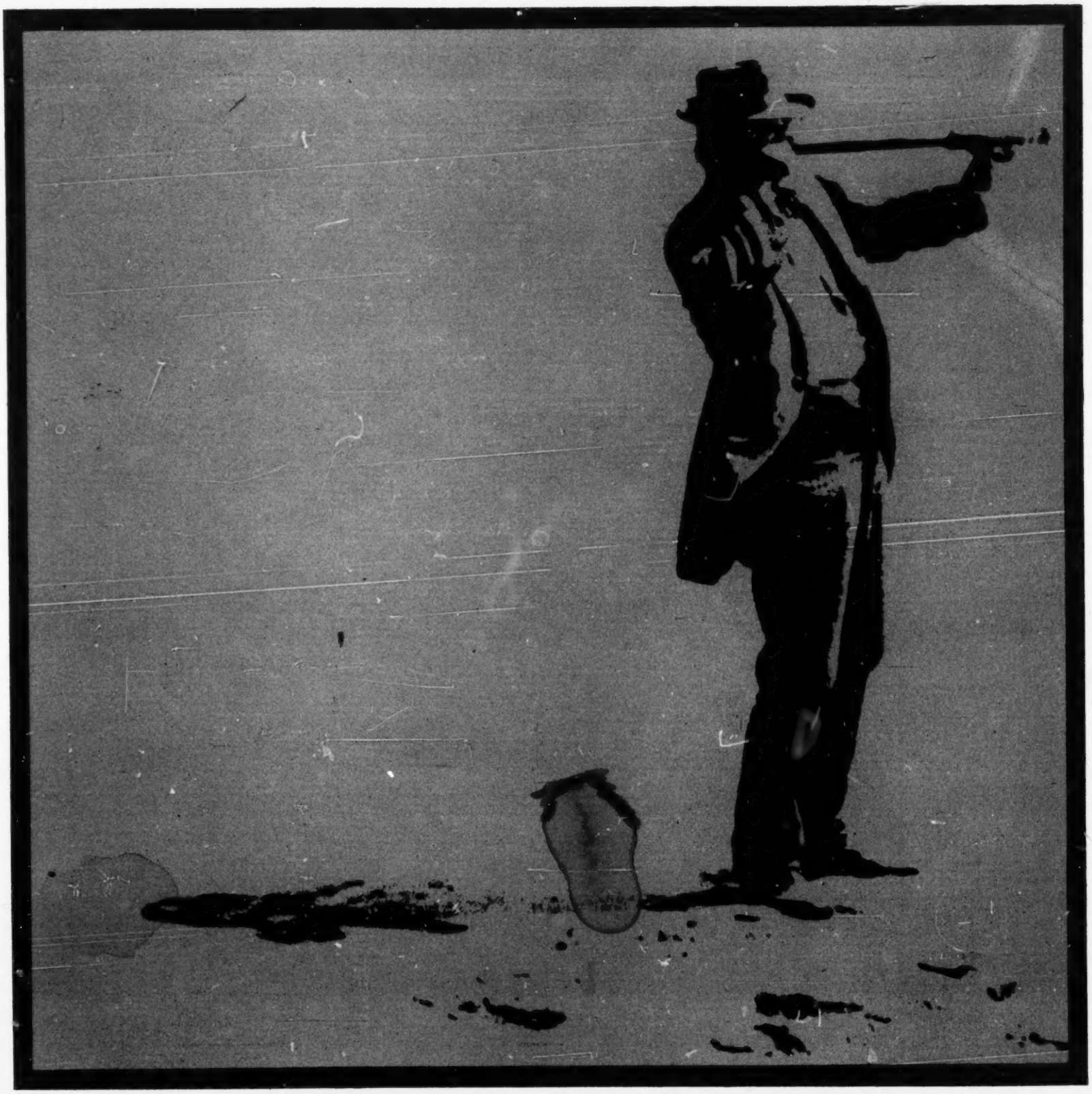
ED 056 496 EM 009 352

AUTHOR	Clifford, Dorita
TITLE	A Course Guide for the New Social Studies; A Television Inservice Course for Teachers of Elementary Grades.
INSTITUTION	Archdiocese of San Francisco, Calif. Education Progress Center.
PUB DATE	71
NOTE	31p.; Part of a telecourse series
AVAILABLE FROM	Department of Education, Archdiocese of San Francisco, 443 Church St., San Francisco, California 94114 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Affective Behavior; Attitudes; Discovery Learning; *Educational Objectives; *Educational Strategies; Inductive Methods; Inquiry Training; *Inservice Teacher Education; Learning Processes; Role Playing; Simulation; Social Attitudes; *Social Studies; Social Values; *Teaching Methods; Thought Processes; Values

ABSTRACT

The goals of social studies--defined as thinking, understanding, attitudes, and skills--are considered within the framework of a cognitive and an affective taxonomy of educational goals. The first lesson in this series of lessons on social studies instructional strategies deals with modes of inquiry and with the value of responsible consent and dissent. The second lesson recapitulates the goals of social studies and considers the art of questioning together with discovery learning. The value and skills of role playing are discussed in the third lesson dealing with interpretation. The fourth lesson deals with integration and places emphasis on the inductive processes of inquiry, while the fifth and sixth lessons deal with strategies of analysis and synthesis. Judgment is considered as the culmination of the first six lessons (and of the cognitive taxonomy). The affective taxonomy is used as the framework for further discussion: a hierarchy in the development of attitudes--responsibility, rules, contrasts, and alternatives--is presented in the eighth lesson, and strategies and problems in developing values are offered in the ninth lesson. The tenth lesson covers teacher openness and the need for instilling a sense of alternatives in creating values, and the final lessons evaluate gaming and simulation. (SH)

ED056496



The New Social Studies

teacher in-service

EM 00933-2

The Educational Television Center, Archdiocese of San Francisco —— copyright 1971

a course guide for

THE NEW SOCIAL STUDIES

a television inservice course

for teachers of elementary grades

with

SISTER DORITA CLIFFORD, B.V.M.

Clarke College
Dubuque, Iowa

telecourse produced by:
EDUCATIONAL TELEVISION CENTER
Archdiocese of San Francisco

course guide prepared by:
SISTER VERONICA LONERGAN, O.P. (M.S.J.)
Department of Education
Archdiocese of San Francisco

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Mary Burke
George Sitts
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright © 1970 by Department of Education, Archdiocese of San Francisco
443 Church Street, San Francisco, California 94114

ALL RIGHTS RESERVED. This guide may not be reproduced in whole or in part without permission from the Department of Education

PREFACE

Sister Dorita Clifford, B.V.M., formerly of this Archdiocese and now at Clarke College in Dubuque, Iowa, has done us a wonderful service in providing this excellent framework for an introduction to the New Social Studies. Most of us are familiar with or at least have heard of simulation games, role-playing, multi-media approaches, the current debate on the teaching of values, to mention a few of the terms presently in vogue in the field of social studies. Sister places these strategies and debates in perspective, however, by using the taxonomies of educational goal in the cognitive and affective domain as developed by Bloom and Krathwohl and others as her frame of reference in developing this series of lectures. The issues that Sister presents are so basic to education that all teachers, not just social studies teachers, can profit from this course.

At the end of the tenth lesson, before taking some extra time to present lectures on Simulation and Games, Sister states:

> . . . . which is not to say this is the last word on social studies or that I've said everything that can be said on the subject or even that anybody should accept without question. I would like to feel that everything I have said in this whole series will be open to discussion, objection, and answering.

It is typical of her approach that she would expect us to have access to alternative approaches to the subject.

Sister generously supplied us with a bibliography for further study. However, teachers will approach this series of lectures with different needs and levels of interest. Rather than develop detailed reading assignments we recommend a few basic books, inexpensive, readily available, probably in your libraries already, and like Sister's, lectures intended to lead you on to further reading and study as you choose. By checking the sequence of lessons and their general content you can pace your reading in preparation or follow-up of Sister's presentations. The following resources are basic and rich in suggestions for further study; and we strongly recommend that each staff has a set available as a minimal reading supplement to the lectures. We hope that many teachers will choose to go a step further and read from the references that Sister Dorita supplies.

Basic library for the New Social Studies Course

Publications of the National Council for the Social Studies:

Thirty-Third Yearbook (1963), Skill Development in Social Studies, Helen McCracken Carpenter, editor. $4.00.

Thirty-Seventh Yearbook (1967) Effective Thinking in the Social Studies, Jean Fair and Fannie R. Shaftel, editors, $4.00.

Social Studies Readings Number 2 (1967), Inquiry in the Social Studies. $2.25.

The above publications should be ordered from the Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W. Washington, D.C. 20036

Dunfee, Maxine, Elementary School Social Studies: A Guide to Current Research. $2.75.

Order from: Association for Supervision and Curriculum Development, NEA
1201 Sixteenth Street, N.W.
Washington, D.C., 20036

Simulation Games for the Social Studies Classroom, A Foreign Publication for Policy Association School Services teachers, 1968. $1.00.

Order from: F P A School Services, 345 East 46th Street,
New York, New York 10017

Shaftel, Fannie R. and George Shafte. Building Intelligent Concern for Others Through Role-Playing, 1967. 75¢

Order from: The National Conference of Christians and Jews,
703 Market Street, San Francisco 94103

Morrissett, Irving, Editory, Concepts and Structure in the New Social Science Curricula, 1966. $3.75.

Order from: Holt, Rinehart and Winston, Inc.,
Crocker Industrial Park, Brisbane, California

For those who wish to go directly to Sister's source:

Taxonomy of Educational Objectivos, Handbook I: Cognitive Domain, Bloo, et al. Editory, 1956. and

Taxonomy of Educational Objectives, Handbook II: Affective Domain, 1964.

Order from: David McKay Company, 7503 Third Avenue,
New York, New York 10017

Two volumes in one: $6.00
Two separate volumes: $2.50 each.

TABLE OF CONTENTS

Preface ..... p. i

Basic library for the New Social Studies Course ..... p. ii

Introduction: WHAT IS NEW IN THE "NEW SOCIAL SOCIAL STUDIES" ..... p. 1

Lesson I THINKING OR CONTENT? ..... p. 3

Lesson II TRANSLATION ..... p. 5

Lesson III INTERPRETATION ..... p. 7

Lesson IV APPLICATION ..... p. 9

Lesson V THE WHOLE IS GREATER THAN THE SUM OF THE PARTS ..... p. 11

Lesson VI IMPOSING ORDER ON WHAT WE KNOW ..... p. 13

Lesson VII JUDGMENT: HIGHEST LEVEL OF THOUGHT ..... p. 14

Lesson VIII FIVE LEVELS OF ATTITUDE DEVELOPMENT ..... p. 16

Lesson IX RESPONDING ON THE ATTITUDINAL LEVEL ..... p. 18

Lesson X NON-PRESCRIPTIVE VALUES ..... p. 20

Lesson XI SIMULATION AND GAMES (Part I -- Simulation) ..... p. 22

Lesson XII SIMULATION AND GAMES (Part II -- Games) ..... p. 24

Bibliography for T.V. Social Studies Program ..... p. 25

THE NEW SOCIAL STUDIES

INTRODUCTION

(Editor's note: In the course of this series of lectures, Sister Dorita often insists on the importance of letting students know where they are going or "what they are about." It is in this sense that she includes an Introduction which previews the whole series. This first lecture, if understood in these terms, should not discourage the listener who feels threatened by the quick, steady stream of concepts, delineated but not discussed. The development and discussion will proceed in the following twelve "lessons".)

WHAT IS NEW IN THE "NEW SOCIAL STUDIES"

NEW . . . worldwide scope

NEW . . . nonfictional approach

NEW . . . emphasis on our pluralistic American society

NEW . . . impact from full color photographs

NEW . . . continuity

NEW . . . teaching strategies.....:

CORE CURRICULUM

.
.
or
.
.
.

history
geography

FUSION

.
.
or
.
.

INTERDISCIPLINARY
SOCIAL STUDIES

NEW . . . emphasis on learner:

Modes of perception: social; scientific; aesthetic

NEW . . . goals:

THINKING
UNDERSTANDING
ATTITUDES
SKILLS

These preceding points are developed through a discussion of Bloom's taxonomy of educational objectives in the cognitive domain and Krathwohl's taxonomy of the educational goals in the affective domain

COGNITIVE

7....Evaluation.....7

6....Synthesis.....6

5....Analysis.....5

4....Application.....4

3....Interpretation..3

2....Translation.....2

1....Recollection....1

AFFECTIVE

5....Characterization..5

4....Organizing.....4

3....Valuing.....3

2....Responding.....2

1....Receiving.....1

In all of this there is a need for clarification of:

FACT

CONCEPT

GENERALIZATION

"OUR METHODS ARE THE DETERMINANTS OF THE PROCESS OF CONCEPTUALIZATION."

LESSON I: THINKING OR CONTENT?

Social studies brings a child into contact with the knowledge of how man has sought a better life and the cultural patterns that he has developed in that time and that have led to various traditions. These things lead both to responsible consent and responsible dissent, and at times both are very valuable.

To teach a child what to think and not how to think is to leave the child open to propaganda and high pressure salesmanship. This is a fatal error in a democracy.

"PRESCRIPTIVE FACT PER SE DOES NOT MAKE A PERSON SOCIALLY AWARE."

RECOLLECTION is the basis of thinking.....

whether: a simple fact
one unified concept.

How can we organize social studies so that the concept itself is the thing that we are using to structure the data which is necessary to teach social studies?

The attitude on the part of the teacher that the pupil must be right the first time kills the search for alternate solutions and results in questions that elicit one word answers.

The whole question of this level of thinking...Recollection...KNOWLEDGE....raises the topic of.....

MODE OF INQUIRY

1. ANALYTIC MODE..... gathering data
2. INTEGRATIVE MODE..... combining data into reasonable form in order to identify problems.
3. PROCEDURAL MODE..... suggest solutions

RELATING IT TO BLOOM'S "Ladder"

7. Evaluation	)	
6. Synthesis	)	PROCEDURAL
5. Analysis	)	
4. Application	)	INTEGRATIVE
3. Interpretation	)	
2. Translation	)	ANALYTIC
1. Recollection	)	

LESSON I: THINKING OR CONTENT? (cont'd.)

According to Paul Brandwein a teacher's position is one of a healer -- a healer between the tension created by the world as it ought to be and the world as it actually is to the child. . . . The teacher leads to a discipline of <u>responsible consent</u> as well as the possibility of responsible dissent.*

Effective teaching is really concerned with FREEING THE MIND to make decisions of top level quality, and this is what the New Social Studies aims to do.

*Paul Brandwein, TOWARD A DISCIPLINE OF RESPONSIBLE CONSENT.

LESSON II TRANSLATION

Recapitulation of Goals of Social Studies:

THINKING
UNDERSTANDING
ATTITUDES
SKILLS

TRANSLATION:

. relates to data, which is preparing for interpretation, but which is also a matter of skill development.

. combines the teaching of thinking and skills development in a very remarkable way.

THE ART OF QUESTIONING must be discussed

because:

It is questioning which transforms the data one knows into data one can retrieve and use for other reasons.

FOUR LEVELS OF QUESTIONS:

. Recollection..... test if mind is ready to move on to new levels. This is the easiest mode and, unfortunately, many teachers stop at this level.

. Experiential..... relate what is going on in class directly to the experience of every individual in class. Involves student.

. PROBING..... go beyond certain answers and probes deeper -- why? how?

. CREATIVE..... lead to new or alternative solutions.

All of these are essential to NEW SOCIAL STUDIES.

The strategy used in DISCOVERY LEARNING is demonstrated by the SIMULATION GAME:

"Problem of Incinerator for Middleborough"

The DISCOVERY or INQUIRY approach "transforms data so that in its new relationship it gives him (the student) new insights."

"Discovery always favors the well prepared mind." Jerome Bruner.

LESSON II: TRANSLATION (continued)

Discovery doesn't just happen. You have a mind ready, and when two things come together, this mind sees it. The other mind which is unprepared does not.

OUR FUNCTION IS TO PREPARE THE MIND TO MAKE DISCOVERY.

Skill in reading maps, charts, graphs, pictures and other media is essential. We cannot afford to "bleep over" this media. If we do, we are not only avoiding TRANSLATION, but we are skipping the rung in the taxonomy which is vital to the development of a child. WE ARE NEGLECTING TO PREPARE THE MIND OF THAT CHILD SO THAT DISCOVERY IS POSSIBLE.

(Sample lessons of a simulation type related to medieval life, civic problems, and proliferation of atomic weapons are demonstrated in this lecture.)

LESSON III: INTERPRETATION

Interpretation leads to discovery of one's values.

It is analagous to CONFLICT RESOLUTION.

- sizing up
- soft-spot probing
- resolution of crisis.

ROLE-PLAYING is a means to INTERPRETATION.

NEA Unfinished Stories are an excellent tool. Included are stories of:

- personal shortcomings
- handling other people's shortcomings.

CONSTRAINTS are built into the story. It is NOT free-role-playing as in drama. Constraints are necessary to keep it in the context of Social Studies. Avoid "hamming" it up or free-role-playing, which prevents real interpretation.

VALUE OF ROLE-PLAYING:

- gives child opportunity to explore group behavior, strengthens critical thinking, and leads to understanding why other people act the way they do.
- solves dilemma of child: helps him to discover his own values, create his own identity, and develop his own integrity.
- creates sensitivity for feelings of others and develops a sense of concern.

This touches heavily on the affective as well as on the cognitive domain.

SKILLS REQUIRED AND DEVELOPED:

- listening
- discussing
- asking questions
- answering questions
- probing
- finding out what really happened.

LESSON III: INTERPRETATION (continued)

STEPS AND GUIDELINES FOR ROLE-PLAYING EXPERIENCE

- establish a climate for interpretation-- openness
- select role players
- prepare participation
- enactment: don't let props get in the way.
- discussion and evaluation
- reenactment for possible other solutions.
- sharing of generalizations.

The situation may involve choice between two good judgments, not necessarily a choice between good and evil.

The enactment makes it possible to judge actions rather than their moral intent.

Interpreation can also be involved in SIMULATION. In fact, role-playing is very much a part of simulation. The simulation should be such that values emerge.

Sister demonstrates these principles with the game, Muck in the Mock.

VALUE OF SIMULATION:

- interpretation is made very easy.
- open discussion leads to inquiry and critical judgment.

LESSON IV: APPLICATION

APPLICATION is INTEGRATIVE and is most challenging to the teacher, requring complex preparation and great creativity.

Factual data is the content in which a situation can be created.

PROCESS OF INQUIRY is more important than the data itself.

One learns that DATA is also OPEN TO DEVELOPMENT.

STEPS IN MODE OF INQUIRY (ANALYTIC):

. observation
. questioning
. hypothesis
. proof
. generalize.

INQUIRY IS INDUCTIVE IN NATURE.

Having gone through a study by means of this process, what application does the teacher make of this.

"APPLICATION COMES WHEN THE TEACHER WHO HAS ALREADY TAUGHT THE PROCESS THEN CREATES A SITUATION IN WHICH THE CHILD - USING THE PROCESS - CAN INDEPENDENTALY, OR IN A GROUP, INVESTIGATE THE SAME TYPE OF A SOCIETY, AND REACH PERHAPS DIFFERENT CONCLUSIONS."

VALUE OF PROCESS:

. leads to generalization and ordering of data.
. gives student an independence in regard to data.
. tests whether student has understood significance of the data.

Sister teaches the concepts of longitude and latitude in a sample lesson. Simulations games: Sink my Battleship and Find my Treasure are also demonstrated.

"Seldom do we find a mathematics teacher whose application of theory is not intelligent. The reason being that the mathematician sees his theory as a tool for solving problems. He doesn't see the problem itself as being important."

"THE PROCESS IS IMPORTANT."

Jerome Bruner's game, "Twenty Questions" is mentioned.

LESSON IV: APPLICATION (continued)

Questioning and learning to question data as he organizes it is the key to using the discovery method or introducing a child to a practical application of social studies data in the classroom.

The teacher must:

- be creative and have a long-term view of her unit.
- create situations--several situations--where either the DATA IS APPLIED TO A NEW SITUATION or where THE PROCESS IS APPLIED TO ENTIRELY NEW DATA.

This calls for ANALYSIS.

LESSON V: THE WHOLE IS GREATER THAN THE SUM OF THE PARTS

"ANALYSIS . . . a looking at things and questioning the number of parts so that parts may be studied separately and the discovery may be made that the whole is greater than the sum of the parts."

Sister uses a list of man's basic needs to exemplify need for integrative study:

- food
- clothing
- shelter
- recreation
- education
- religion

STRATEGIES for helping the child grasp the importance of understanding each of the parts before he makes any generalizations about the whole or before he tries to speak to what the whole <u>is</u>:

- large group questioning periods -- to raise questions that the textbook does not raise, to make children look at parts in a way they never have before, and to see what relationship they have to the whole picture.

- small group discussions in which hypotheses about a missing factor are encouraged.

- research periods; projects. (An excellent discussion on the utility - or the futility - of some projects.)

- small group projects. The discussion within the group is of special value.

- simulation: written by children, drawn from content of their own social studies, in which the missing dimension of one part would create a completely different story.

The AIM OF ANALYSING PARTS is to DISCOVER THEIR UNITY. This kind of analysis is to a large extent intuitive.

A child in social studies creates his own world in three ways:

- by reason
- by intuition
- by faith

Creating a world of all one of the above would be a very incomplete world,

LESSON V: THE WHOLE IS GREATER THAN THE SUM OF THE PARTS (continued)

because his world is made up of parts:

- intuition
- faith
- fact

Because man is a symbolic creature using and creating symbols, the analysis of parts has to include an analysis of symbolic meaning. This is related to translation, but we are talking about it here in a different way. There is a symbolic meaning of parts as well as an actual meaning to parts.

We are dealing with examining the relationship between parts that are DESTINED TO BE A WHOLE.

(Sister discusses the hazards and folly of outlining chapters of textbooks, and suggests alternatives. A textbook is intended as a resource. Outlining a textbook often results in forcing an order on a chapter.)

SUGGESTED TYPES OF PROJECTS:

- flow-charts; excellent for purposes of analysis.
- comparison or contrast of two great civilizations in point of time helps to test the interchangeability of parts (many practical examples given.)
- Graphs and charts.

"When we are asking a child to analyze, we are really asking him for more than simply to look at how many parts he can find in a given thing. Analysis is taking things apart in order to see the whole."

SYNTHESIS IS PUTTING THE PARTS TOGETHER.

LESSON VI: IMPOSING ORDER ON WHAT WE KNOW

SYNTHESIS.

"Some of the strategies for achieving synthesis are so obvious and have been used so long . . . that it is difficult to talk about them as "new" teaching strategies. Yet the attitude of mind must be new and the teacher must be aware that what she is doing is helping a child to impose order on what he already knows in order that he knows where he is, where he is going, and is able to build upon what he has."

One way to achieve this imposition of order is to give the children behavioral objectives for what they are about to do.

Problems to this approach:

. parent who needs to be educated to the value of multi-media and multi-text approaches.

. the teacher who feels insecure without a strict textbook approach.

-

Solution: reeducation of parents and teachers.

Sister discusses and demonstrates the limitations of textbooks.

Synthesis is more than putting back together what one has taken apart. It is putting together disparate parts where the whole is not apparent. Synthesis is discovering a relationship and a unity.

STRATEGIES:

Pupil created:

. outlines, which lead students to see basic order that is inherent in the data.

. Timelines

. Flow charts

. Graphs: line, bar, circle, picture

. Profiles (of geographic areas)

. Summaries

Personal consultation is the best tool for a teacher to assist a student in achieving synthesis.

LESSON VII: JUDGMENT: HIGHEST LEVEL OF THOUGHT

"It's obvious that as we worked our way up the ladder of Bloom's taxonomy, every step in the development was leading to JUDGMENT.

Judgment is a culmination. It's a gradual development so that you don't really know when a child begins to be an independent thinker, capable of making judgments. It's likely to happen anytime that you have given him practice on the other six levels of the taxonomy."

CLASSROOM CONDITIONS FOR THIS EXERCISE:

- an <u>open</u>, <u>non-threatening atmosphere</u> in the classroom
- positive encouragement for students to try out their ideas in a classroom among their peers.
- controversial issues should not be "skirted" but neither should they be introduced by the teacher in order that he may impose his judgments on the students.

"The teacher who acts as judge and jury in a classroom keeps discussion, critical thinking, and judgment to a minimum."

STRATEGIES to provide opportunity to practice on this level.

- <u>Simulation or Gaming</u> which provide opportunity for open-ended discussion (e.g. Propaganda)

  (Reference to the Academic Olympics in Fort Lauderdale's Nova School.

- <u>Critical Book Reviews</u>: encourage students in a non-threatening way to make a decision in an area where he has enough data to make it. (Excellent appraisal of the practice of discussion of controversial issues.)
  Sister questions value of some discussion of high level policy, e.g., war in Vietnam in the 7th and 8th grade where the child is not even capable of understanding some of the data.

  "You should give (student) opportunity to exercise his judgment and high critical values in areas where out of your own curriculum content you have built up a body of data which he is capable of making judgments."

LESSON VII: JUDGMENT: HIGHEST LEVEL OF THOUGHT (continued)

. Simulate a problem (explanation of game, WAR AND PEACE)

These games provide all the data the student needs to do top level thinking on critical issues, and avoids the hazards mentioned above.

Student becomes aware of processes:

- . familiarizes himself with information suitable to his country.
- . makes decisions in light of his government and the government of others he deals with.
- . experiences negotiation and conference tactics.
- . forms suitable alliances.

Student acqquires new understandings:

- . the tactics of declarations
- . what moral points help a country to get through a crisis.
- . why some people back down and others hold fast.

The student learns the complexity of top level decision making; so he has more respect for what it takes to make such a decision.

LESSON VIII: FIVE LEVELS OF ATTITUDE DEVELOPMENT

RECAPITULATION:

"We have considered the seven levels of Bloom's taxonomy in an attempt to find out what we are trying to do when we teach social studies content in an effort to make it possible to achieve the four major goals of Social Studies:

THINKING
UNDERSTANDING
ATTITUDES
SKILLS

"As we took these various 'rungs' of the cognitive ladder we were not completely devoid of value or attitude orientation, because in talking about content there is a natural tendency to think in terms of Value. You can't separate the two. However, for purposes of discussing TEACHING STRATEGIES (and what a teacher is trying to do when she tries to move children up the cognitive 'ladder') is was necessary to separate them."

FIVE LEVELS OF ATTITUDE DEVELOPMENT (David Krathwohl's Taxonomy)

. RECEIVING:	Builds up knowledge of attitudes. This requires experience to a greater degree than in cognitive knowledge of facts. The attitudes experienced should be negative as well as positive.
. RESPONDING:	Child questions, discusses, and enters introspectively into his own value system in order to decide what he thinks about these values. It also means he responds and that these responses may be emotional.
. VALUING:	Child begins to make conscious choices. He examines, evaluates, and commits himself to certain values, argues about their relative merits, and acts upon what he has chosen to accept as values.
. ORGANIZING:	The child faces situations in which these values come into conflict with other value systems and he makes value judgments in regard to his relationship to the situation. He makes decisions. He shows sympathy and empathy toward certain values which he is about to cultivate and which he is about to adopt. He shows dislike for values he rejects.
. CHARACTERIZED	BY CERTAIN VALUE SYSTEM. The child reveals a commitment to these kinds of things and in given situations he will act in a predictable manner in relation to certain values and attitudes, not all of which are moral.

LESSON VIII: FIVE LEVELS OF ATTITUDE DEVELOPMENT (continued)

There is a certain HIERARCHY IN THE DEVELOPMENT OF THESE VALUES: a hierarchy in the way a child becomes aware of these responsibilities:

. RESPONSIBILITY:	takes responsibility for deciding what is good or bad for him.
. RULES:	accepts idea that there is acceptable behavior in a given group for the general good.
. CONTRASTS:	has opportunity to contradt negative and positive attitudes so he can choose which to develop.
. ALTERNATIVES:	Realizes that a value does not always serve its purpose; that times and places change value systems.

The development of the affective domain moves cognitively and affectively and is very complex.

When we arrive at a level which is so pertinent to us in Catholic Schools -- BELIEF-- we must keep in mind that the development of the affective domain in all its complexity was based on a system of FREEDOM. Prescription or coercion is out of place.

"PRESCRIPTION OR DIDACTICISM IN THE REALM OF VALUES HAS VERY LITTLE EFFECT ON A CHILD."

LESSON IX: RESPONDING ON THE ATTITUDINAL LEVEL

"TOO MANY TEACHERS WANT 100% CONVERSION OR NOTHING."

OUR MAJOR INTEREST IN GETTING RESPONSE IS FOR VALUE CLARIFICATION.

Strategies suggested are not exclusively geared to value. They are also geared to cognitive skills. Nor are they the only way one can develop values.

There are TWO BASIC KINDS OF STRATEGIES:

- Addressing ourselves to those values relating to critical issues in CONTEMPORARY society and
- Addressing ourselves to critical issues in HISTORY or social studies of the past and bringing them directly to the problems of the present.

An example of the first strategy, the game SUNSHINE, which was developed in Lakeside School in San Diego, leads the students to examine their responses to their feelings.

Sister demonstrates this game.

> "Value clarification doesn't necessarily result in choice. It is a step toward choice. For example, the step from realization of one's prejudice to ridding oneself of it is a long one."

SUNSHINE had several outcomes on the cognitive level; many were admirable. On the value level, it was the beginning of a desire to want to change.

"One of the things we have to recognize when we are discussing values is that within our own value system we frequently have conflicts. For example, our attitude about property rights might come into conflict with public housing laws; freedom of speech in conflict with our idea to prevent subversion in certain areas, and we may have to sacrifice one to the other. This conflict within ourself forces us to clarify our values. Some adults have never learned what value clarification means.

"Too many teachers want 100% conversion or nothing. But that's not the way people act. To have brought these children to the point at which the recognized prejudice in themselves and wanted to work at it is to have brought them further than their parents had come in a lifetime."

IN THE REALM OF VALUES WE CANNOT EXPECT THE IMMEDIATE SUCCESS WE SOMETIMES GET IN THE COGNITIVE LEVEL:

- We are not starting in the same place with any of the children we are talking to.
- We are not starting with as few constraints as we do in the cognitive level. Most parents are anxious to have their children learn in school. Many parents are <u>not</u> anxious to have their children's values changed.

LESSON IX: RESPONDING ON THE ATTITUDINAL LEVEL (continued)

It is one of the duties of the school to make it possible for a child to clarify his own values and decide whether or not he wants to change them and to give him some opportunities to bring this change about. It is NOT the duty of the school to DICTATE what the change should be.

The second approach: HISTORICAL PROBLEMS

The study of the American Revolution is a great opportunity to clarify our American values. Sister Dorita demonstrates possibilities in this ar[illegible]

LESSON X: NON-PRESCRIPTIVE VALUES

What is the teacher's role in creating values?

> "As mentor to children the teacher has the opportunity to help a child become the kind of person he really wants to become. This is the traditional role of the teacher; but it takes a special kind of teacher to help a child develop his own qualities and make his own choices as far as values and attitudes are concerned."

REQUIREMENTS IN A TEACHER WHO ACTS AS MENTOR:

. open to all children no matter how they act.

. open to all kinds of opinion.

. encourages free inquiry in the classroom so that values emerge which even the teacher may not know are hidden in the content.

. does not fear evaluation . . . from students, principal, peers or her own self-evaluation.

Louis Rath in his book suggests that a teacher can influence children's values by:

. limiting their choices

. prescribing rules and regulations

. establishing constraints.

One of the characteristics of the NEW SOCIAL STUDIES IS A SENSE OF ALTERNATIVES.

LIMITING CHOICES, therefore, goes directly contrary to the whole idea of opening up alternatives so that the child may choose.

> "The choices that an adult makes are often irreversible; the choices that a child makes are frequently very simple choices and have no irreversible quality about them. How much better it is for a child to begin very young to make simple choices on the basis of his own value system and grow up making choices as naturally as he makes distinctions between simplelikes and dislikes, so that when he comes to a critical stage of his life where a decision which he makes is irreversible, he is not meeting decision-making for the first time. He might be making perhaps the most important decision of his lifetime without ever having had practice in a non-threatening, non important, reversible fashion."

THIS DOES NOT PRECLUDE ADVICE FROM THE TEACHER.

Answering to values by RULES AND REGULATION simply deprives the child of choice.

LESSON X: NON-PRESCRIPTIVE VALUES (continued)

To depend upon CONSTRAINTS which are manufactured and which are not inherent in a situation is to introduce new difficulties and obstacles to decision-making which defeat the very values we are trying to inculcate: the values of RESPONSIBILITY, and CHOICE.

These three: limiting choices, rules and regulations in excess, and constraints can be self-defeating and cannot be equated with the personal effect of example of a teacher or some of the other strategies mentioned in the last lecture.

Two others areas that inhibit the right of free choice are:

. DEBATE: As usually used on an elementary level it is rhetoric, of doubtful validity, and in Sister's opinion possibly harmful to students developing values. . . You have the problem of a child who is arguing both sides of a question before he has clarified his own values and who accepts arguments purely for the sake of arguments.

. PROPAGANDA is like debate in that it can be used both affirmatively and negatively.

"When we bring pressure to bear upon people to accept our values, when we use all sorts of persuasion other than example and openness, we are creating a vacuum in which prefabricated opinions are accepted without question by a young child who has every reason to trust us. But we are preparing the ground for this person to be influenced in exactly the same way by any other kind of propaganda."

LESSON XI: SIMULATION AND GAMES (Part I -- Simulation)

Forms of mental play have always been an important technique.

VALUE OF GAMING AND SIMULATION:

- pattern of communication in the classroom improves.
- competition is exercised in matching wits, not grades.
- develops and affirms value of cooperation
- develops empathy, the capacity to understand and put one's self in another's place.
- provides clear understanding of
  - social systems
  - social processes
  - concepts
  - penalties
  - role of chance
- helps to develop critical thinking.

Games seem to assure us of three kinds of values:

- expose children to new kind of approach to concepts.
- require him to make decisions in a non-threatening way.
- provide more opportunity to try skill at various kinds of discussion, decision making, and organizing than he would otherwise have in another type of classroom.

RESEARCH: Iver Kraft of Western Reserve. He is negative in his appraisal, however, he does not have any research to support his contentions.

James Coleman of John Hopkins is most positive in his appraisal and is the great advocate of their use.

Stephen Sachs of the University of Indiana at South Bend sees more special value in their use in the development of values than in the cognitive area.

Otto Heinkel of San Diego community colleges has worked closely with teachers and has done the greatest amount of research. His appraisal is positive.

More research is necessary, but what we do know affirms the positive value of these games.

LESSON XI: SIMULATION AND GAMES (Part I --Simulation) continued

MODES OF GAMING AND SIMULATION:

- Simulation: For the most part made up of role-playing and verbal models
- Psyche-drama
- Role-playing: always involved in simulation
- Verbal models: construction of a situation which can be discussed in a classroom: Mock U.N., Legislature, congressional meeting--limiting the model to a few activities.

LESSON XII: SIMULATION AND GAMES (Part II -- Games)

SIMULATION and GAMING sometimes can be separated but otherwise not, therefore, we hear the term SIMULATION GAMES.

There are games of -- STRATEGY

CHANCE

SKILL

GAMES OF PURE STRATEGY: in many cases the strategic value of the game is building a certain kind of skill, but it is questionable whether the cognitive value is quite that certain.

GAMES OF CHANCE: elements of chance is sometimes so strong that whether or not it is an educational advantage is sometimes questionable.

GAMES OF SKILL: are usually a combination of strategy, chance and skill and therefore serve a great many different purposes.

Gamemanship is ordinarily connected with three kinds of games:

. Showdown: winner takes all

. Strategy game: winning is achieving a certain goal (peace, settlement of problem)

Best games seem to combine <u>strategy</u>, <u>chance</u> and <u>skill</u>

Games that Sister Dorita demonstrates or describes in this lecture:

AVANTE
PROPAGANDA
EURO-CARD
AMERI-CARD
ECONOMIC SYSTEMS
1787
NAPOLI

STEPS IN DESIGNING OWN GAMES:

. Design objectives
. Construction of model
. build constraints
. collect resources

KEEP IT SIMPLE

BIBLIOGRAPHY FOR T.V. SOCIAL STUDIES PROGRAM

Sister Dorita Clifford
Clarke College

BOOKS

Brilhart, John K. Effective Group Discussion. Wm. C. Brown Co. Inc. 1967.

Dunfee, Maxine and Sagl, Helen. Social Studies through Problem Solving. Holt, Rinehart and Winston, Inc. 1966.

Feldman, Martin and Seifman, Eli. The Social Studies: Structure, Models, and Strategies. Prentice Hall, Inc. 1969.

Fenton, Edwin. The New Social Studies. Holt, Rinehart and Winston, Inc. March, 1967.

Joyce, Bruce R. Strategies for Elementary Social Science Education. Science Research Associates, Inc. 1965.

Massialas, Byron G. and Cox, C. Benjamin. Inquiry in Social Studies. McGraw-Hill Book Company, 1966.

Powell, Thomas F. Humanities and the Social Studies. National Council for the Social Studies. 1969.

Preston, Ralph C. Teaching Social Studies in the Elementary School. 3rd Edition. Holt, Rinehart and Winston, Inc. 1968.

Shulman, Lee S. and Evan R. Keislar. Learning by Discovery. Rand McNally and Co. 1966.

Womack, James G. Discovering the Structure of Social Studies. Benziger Bros. 1966

Social Studies Curriculum Development: Prospects and Problems. 39th Yearbook. 1969. National Council for the Social Studies.

Effective Thinking in the Social Studies. 37th Yearbook. 1967. National Council for the Social Studies.

Knowledge Into Action: Improving the Nation's Use of the Social Sciences. National Science Foundation. 1969

PERIODICALS

Bauer, Nancy U. "Can You Teach Values." Instructor. Aug./Sept. 1970. pp. 37-38.

Bergeson, Clarence O. "Using Learning Resources in Social Studies Skill Development." Social Education. March,1967. pp. 227-229.

Beyer, Barry K. "Mandate for Change - Curriculum Innovation and Teacher Preparation in Social Studies." The Social Studies. October, 1967. pp. 199-207.

Carpenter, Helen McCracken. "The Role of Skills in Elementary Social Studies." Social Education. March, 1967. pp. 220-221.

Davis, O.L., Jr. "Building Skills for Social Study in the Middle Grades." Social Education. March, 1967. pp. 224-226.

Foster, Clifford D. "Skills in the Elementary School Social Studies Curriculum." Social Education. March, 1967. pp. 230-232.

Hunkins, Francis Peter. "Organizing Concept-Based Curricula." University of Washington. November, 1966.

Jaroimek, John. "Conceptual Approaches: Their Meaning for Elementary Social Studies." University of Washington. November, 1966.

Kranyik, Robert D. "The Elementary Classroom as a Human Relations Laboratory." The Social Studies. January, 1966. pp. 17-19.

Massialas, Byron G. "Inquiry." Today's Education. May, 1969.

Morasky, Robert L. "The Case Method Approach to Teaching History." The Social Studies. October, 1966. pp. 199-204.

Neyland, Leedell W. "Why Negro History in the Junior and Senior High Schools?" The Social Studies. December, 1967. pp. 315-321.

Rogers, Vincent R. "The Individual and the Social Studies." Social Education. May, 1967. pp. 405-419.

Tauscheck, George. "A New Approach to Social Studies." The Social Studies. April, 1968. pp. 152-155.

"Pilot Project." Grade Teacher. September, 1970. p. 42.

"Social Studies and the Urban Crisis." Social Education. Special Issue. Oct. 1969.

"Revitalizing Teacher Education." Social Education. Special Issue. March, 1970.

"A Critical Appraisal of Twenty-Six National Social Studies Projects." Social Education. Special Issue. April, 1970.

PAMPHLETS

Brandwein, Paul F. "Notes on Teaching the Social Sciences: Concepts and Values." Harcourt, Brace and World, Inc. 1969.

Senesh, Lawrence. "Organizing A Curriculum Around Social Science Concepts." Social Science Education Consortium. 1966. Reprint Series No. 2.

Social Studies. California Council for the Social Studies. May, 1969.

Social Studies. California Council for the Social Studies, Special Issue. Nov. 1968.

"Greater Cleveland Social Science Program." Educational Research Council of America. 1968-69.